# Wisconsin Educator Preparation Program Approval Handbook

For

# Wisconsin Institutions of Higher Education

# Continuous Review Process

This publication is available from:

Teacher Education, Professional Development and Licensing
Division for Academic Excellence
Wisconsin Department of Public Instruction

http://dpi.wi.gov/tepdl/vprogprovider.html

Printed on Recycled Paper

# Foreword

Our Wisconsin Quality Educator Initiative provides the foundation for preparing and supporting highly qualified educators in our schools. To raise all students' achievement and to provide children, no matter where they live, the best educational experience, Wisconsin embarked upon redesigning both the educator preparation program approval process and the process for license renewal. In 2000, Wisconsin legislators approved Wisconsin Administrative code PI 34. This resulted in the implementation of an educator preparation program approval process and educator licensing process that are both standards and performance-based.

Approximately 5,000 initial educators are certified and licensed annually under the Wisconsin Quality Educator Initiative, PI 34. Recognized nationally for our high-quality teachers, we are positioned to do even more, thanks to the collaboration of local school districts, teachers and administrators, higher education representatives, educator preparation program providers, unions, professional and school board organizations, parent organizations, and the Wisconsin Department of Public Instruction (DPI).

As State Superintendent, I am proud of our commitment to student learning and strong teacher, pupil service personnel, and administrator preparation programs. Strong teachers and school leaders are essential to the success of our students, schools, and communities. Educators must be supported in their efforts, and Wisconsin's requirement that new educators be provided mentors, orientation, and support seminars demonstrates DPI's dedication to educators and children alike. A license renewal process that is performance-based and linked to student learning provides further evidence of DPI's commitment to ensuring that every child graduates in Wisconsin.

Tony Evers
State Superintendent
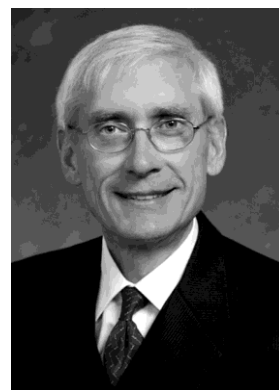
# Acknowledgments

The insights, experiences, and feedback from the Deans and Directors at the 33 Wisconsin Institutions of Higher Education, are greatly appreciated and contributed to the improvement of the program approval review process. This work would not be complete without the generous dedication of the Continuous Review Process Work Group:

# Table of Contents

# Wisconsin Quality Educator Initiative PI 34

## Introduction

The Wisconsin Department of Public Instruction initiated a collaborative reform effort in 1994 to meet the changing needs of Wisconsin schools and districts. The Department appointed the Restructuring Teacher Education and Licensure in Wisconsin Task Force that included representatives from all Wisconsin stakeholder groups. Educators from all ranks and areas joined with union representatives, cooperative educational service agencies, representatives from higher education, members of professional organizations, and district superintendents to forge a new structure for educator preparation and licensure in the state of Wisconsin.

The task force put forth its recommendations in April 1995 and the Wisconsin Quality Educator Initiative PI 34 was the result. Under PI 34 the requirements for educator preparation and licensure shifted to a performance-based system. PI 34 aims to create a seamless system of preparing and retaining quality educators. Performance-based proficiency is demonstrated by a candidate during the preparation program and continues into an educator's career through a multi-tiered licensing system: initial educator, professional educator, and master educator stages.

## Wisconsin Performance-based Educator Preparation

Under the previous Wisconsin Administrative Code, PI 4, the approval of educator preparation programs entailed a review of inputs: credits, courses, and curriculum. The shift to performance-based educator preparation of teachers, pupil services personnel, and administrators represented a major change in how educator preparation would be conducted in the state. As a result, educator preparation programs were required to align their programs in order to provide evidence that students who complete their programs after August 31, 2004 have the necessary knowledge, skills, and dispositions and can demonstrate proficiency in the Wisconsin educator standards through performance-based measures.

### Institutional Flexibility and Compliance

Institutions of higher education have the flexibility under PI 34 to develop distinct preparation programs that reflect their unique missions, goals, and structures. Institutions are responsible for providing evidence that their programs prepare educators who are able to meet the standards established by the state of Wisconsin in Chapter PI 34. The evidence is reviewed during the program approval process. Institutions must demonstrate that all of the program approval components of PI 34 are met.

# Wisconsin Educator Standards

Consistent with the emerging national dialogue as to the knowledge, skills, and dispositions required by professional educators, Wisconsin adopted the following performance-based standards for teachers, pupil services professionals, and administrators. The Wisconsin educator standards guide pre-service educators in their approved educator preparation programs and, further, in their professional development as they seek to advance their license to the next licensure stage.

## PI 34.02 Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. The Teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

## PI 34.03 Administrator Standards

To receive a license in a school administrator category under s. PI 34.32, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.

2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

6. The administrator acts with integrity, fairness, and in an ethical manner.

7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

## PI 34.04 Pupil Services Standards

To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. The pupil services professional understands the teacher standards under s. PI 34.02.

2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.

7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

## Wisconsin Licensure Stages

Under Wisconsin Administrative Rule PI 34, three licensure stages have been established: initial educator, professional educator, and master educator. These three stages are founded on the principle that a renewal system framed by performance-based standards assures the public that educators will engage in professional growth and, further, that the professional growth will include the acquisition of knowledge in the educator's area of endorsement. Such growth will both support and enhance student learning at the local level.

### Initial Educator
An initial educator is an individual who has successfully completed an approved educator preparation program after August 31, 2004 and who is issued an Initial Educator License by the Department of Public Instruction for the first time in a particular category (teaching, pupil services, and/or administration). The Initial Educator license is issued for five years. It is a non-renewable license unless the initial educator does not attain employment for at least three full academic years of the five-year period. If employment is attained and successful completion of a Professional Development Plan (PDP) occurs, an initial educator can advance to the professional educator license stage.

### Professional Development Plan
The PDP, created and carried out by the initial educator within a three to five year period of employment, requires documentation of professional growth and the effect of that professional growth on student learning.

### Professional Educator
The Professional Educator License may be renewed every five years with successful completion of a PDP. If a professional educator desires, he or she may seek the Master Educator License.

### Master Educator
The Master Educator License is a voluntary, ten-year license available to educators who successfully complete National Board for Professional Teaching Standards Certification or the Wisconsin Master Educator Assessment Process.

## Wisconsin Initial Educator Support System

To support initial educators, Wisconsin school districts per PI 34.17 (2) are required to provide ongoing orientation, support seminars and qualified mentors for all initial educators within their districts. In addition, districts per PI 34.17 (3) must designate a Wisconsin DPI trained administrator to be available to serve on the initial educator's Professional Development Plan (PDP) team. Further, institutions of higher education per PI 34.17 (3) must also designate representatives to be trained and to be available to serve on the initial educator's PDP team. This provides a connection from pre-service to in-service within the performance-based system.

# Program Approval for Institutions of Higher Education

# The Continuous Review Process

## Background

With the enactment of PI 34, Wisconsin shifted to a standards and performance-based system of educator preparation. Each institution of higher education (IHE) would undergo a comprehensive Initial Program Approval to ensure compliance with PI 34. Following the initial approval, continuing program approval decisions would be based on a "Continuous Review Process." To assist the Wisconsin Department of Public Instruction (DPI) in developing a Continuous Review Process (CRP), a workgroup was established. Membership included representatives from University of Wisconsin (UW) System institutions, Wisconsin private colleges and universities and the Teacher Education, Professional Development, and Licensing Team from the DPI.

The formal charge of the work group was: To collaborate in the development of a Continuous Review Process for educator preparation programs. The work group would be guided by pertinent PI 34 citations:

---

**PI 34.01 (15)** "Continuous review process" means a system of review and approval of teacher education programs whereby program results are reviewed by the department annually and approval is granted by the state superintendent on a 5-year basis.

**PI 34.06 (3)** Continuing program approval decisions shall be based on a continuous review process. Every institution shall be visited each year by the SCD department liaison or other department professional staff. The program evaluation and approval shall be based on the performance of candidates for license measured against the standards in subch. II as described in s. PI 34.15 (1).

**PI 34.06 (3) (b)** If during the years of continual approval, an institution initiates a complete redesign of the professional preparation program, the state superintendent shall review and may approve the redesigned program following the procedure set forth in sub. (2).

**PI 34.06 (4)** Institutions shall submit new programs and substantive changes in previously approved programs to the state superintendent for approval prior to implementing a new program or change.

---

## Performance-Based Assessment of Candidates

Through an extensive review of PI 34 and with a focus on performance-based assessment, the work group identified three areas as crucial to the Continuous Review Process: (1) the clinical program, (2) the institutional assessment system, and (3) institutional evaluation of outcomes. These three performance-based areas would be used by the IHEs to assure candidate proficiency in the Wisconsin Educator Standards.

The Teacher Performance Assessment (TPA) emerged, in the eyes of the work group, as a valid and reliable culminating performance assessment for candidates in Wisconsin educator preparation programs. Piloted in 22 states, the TPA provides a common assessment and, further, will yield meaningful data as to the proficiencies of preservice teacher candidates. The CRP workgroup put forth a recommendation to the state superintendent that the TPA be formally adopted as part of the Continuous Review Process for educator preparation programs.

## Decision Points

The Teacher Performance Assessment was adopted by the state superintendent as a required element of the assessment system used in the continuous review process and for licensure. While institutions are required to administer the TPA, it is a part of the overall assessment system. Further, each institution of higher education (IHE) may develop embedded formative performance assessments unique to its program or retain those already in place. Successful completion of the TPA portfolio and content tests will satisfy the requirements of the exit level portfolio for teacher education candidates. The IHE may augment the portfolio as it deems necessary to meet the teaching standards.

### Required Candidate Performance Assessments

The TPA will be required for Wisconsin initial teacher licensure. Currently, the TPA is solely for teacher candidates. Assessments for administrative and pupil services candidates are at the discretion of the school, college, or department of education (SCD). These assessments must yield data as to the performance of candidates as measured against the standards in Subch. II. When or if a common agreed-upon performance assessment is identified for these categories, a discussion will occur to consider the appropriateness of its use by SCDs.

### Use of Candidate Data

Data from key assessments throughout the program will be utilized as evidence of programmatic strengths and potential areas for programmatic change. Additionally, data from surveys of graduates and employers of graduates will provide further evidence to either affirm programmatic decision-making or serve as the impetus for programmatic change.

## Continuous Review Process—Framework and Documentation

The annual liaison visit will entail multiple activities. Prior to the visit, the IHE will prepare a status report in response to the core questions. Additionally, the IHE will be responsible for the establishment and maintenance of an electronic document room that would house data and information related to the work of the educator preparation program. Following the visit, the DPI liaison will create a summary document that captures the salient points of the annual visit. These annual summary documents will be the basis for a recommendation to the State Superintendent for continued approval on a five year basis. In summary, the Continuous Review Process includes the following elements:

- Development of a status report in response to core questions (for CAEP accredited institutions, the reports submitted for accreditation may be acceptable in place of the status report if the IHE has made clear where, in the CAEP documentation, the responses to the four core questions are addressed. Additionally, the IHE will be required to identify where in the CAEP documentation the supporting data may be found that addresses the four core questions).

- Access upon request to documents contained in the electronic document room, if needed

- Conducting the annual liaison visit to discuss the continuous review process questions

- Documentation of the visit by the liaison

## Core Questions for the Continuous Review Process

The questions below should guide the writing of the SCD Status Report:

- What is your program* learning from your existing assessment system and what are you doing in response to this information/data?

- Have you made any major/meaningful changes to your *program? What changes have you made? Why? Why not?

- Share the progress you have made implementing the TPA in your initial teacher preparation program. (This will sunset after the TPA is fully implemented.)

- What technical assistance could the DPI provide your campus?

*Program here refers to both your SCD program and your individual licensure programs.

## Electronic Document Room

The electronic document room houses data that demonstrate candidate performance on key assessments throughout the program. Additionally, the electronic document room should include data gleaned from completer and employer surveys. The document room may include items such as the following:

- State licensure test scores aggregated by program area and reported over multiple years

- Data tables and summaries that show how teacher candidates (both initial and post baccalaureate) have performed on key assessments including the TPA.

- Key assessments and rubrics used by faculty to assess candidate learning against standards and the outcomes identified in the SCD's conceptual framework

- Samples of candidate work (e.g., portfolios at different proficiency levels)

- Follow-up studies of graduates and employers of graduates and data tables of results

- Candidate dispositions and assessments used to evaluate dispositions

- Description of the SCD's assessment system in detail, including assessment of candidate performance

- Samples of formative and summative key assessments used to ensure candidates are ready to progress through the program and enter the profession

- Summaries of data from key assessments used at transition points (a) at entry to programs, (b) prior to the student teaching/internship, (c) at completion of the student teaching/internship, and (d) at program completion

- Assurances that data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements

- Data gleaned from advisory groups, annual data retreats, or other sources documenting partnerships with PK-12 schools

- Criteria for the selection of school-based clinical faculty (e.g., cooperating teachers, internship supervisors)

- Descriptions of field experiences in programs for initial and advanced teacher candidates and other school professionals

- Student teaching/internship handbook

- Assessments and scoring rubrics/criteria used in clinical experiences for initial and advanced teacher candidates and other school professionals

- Completion rates for candidates in student teaching and internships by semester

### Annual Liaison Visit

The Continuous Review Process will entail an annual liaison visit to be focused on data from key assessments and programmatic changes made by the IHE. While the DPI liaison will be in contact with his/her respective institutions of higher education throughout the year, she/he will make at least one visit to the institution annually to discuss the Continuous Review Process. The annual liaison visit does not preclude an IHE from requesting an onsite consultation if so desired. In year five the annual summary documents will serve as the basis for a recommendation to the State Superintendent for continued program approval.

### Documentation of the Visit by the Liaison (Summary Document)

The liaison will generate a Summary Document detailing the annual visit, the evidence reviewed, and the conclusions reached concerning the program and the quality of its graduates. This summary document will be completed annually and serve as the basis for continuing approval decisions.

## Substantive Change—Working Definition

The work group discussed what would constitute a substantive change within PI 34.06 (4). At the September 20, 2011, meeting, the work group agreed to the following definition:

- A*ny change in the published mission or objectives of the institution or education program;*

- *the addition or deletion of program components that represent a significant departure from those that were previously approved;*

- *a change in the legal status or form of control of the program; or*

- *an addition of a new licensure program.*

An IHE would address substantive changes by submitting updates to the electronic documentation room and/or new licensure program reports. These changes would likely also be included in the annual status report.

## Triggering Event

Following the Initial Comprehensive Review, an onsite team review will not be required unless a triggering event occurs. The work group endeavored to identify what would constitute a triggering event. Triggering events would include but are not limited to the following:

- A formal "complaint" relative to compliance with PI 34 program approval is registered with the DPI about an educator preparation program (the legitimacy of the complaint would have to be verified)

- Data indicates candidates are not consistently successful in key program assessments

- Data from the statewide data collection system evidences poor performance of program completers

- The DPI has evidence that the professional preparation program may no longer be in compliance with PI 34

When a triggering event occurs the DPI would organize a team to conduct an onsite team review. This team may include, upon request, an IHE representative from another Wisconsin campus.

## Conclusion

The CRP process repeats itself annually. The yearly liaison summary documents become cumulative in providing a summation across the five-year program approval cycle.

# Preparing a New Licensure Program Submission or Dropping an Existing Licensure Program

The institution of higher education should prepare and submit a *New Licensure Program Submission* as a proposal for any new program leading to licensure. Institutions should align a new licensure program to the institutional conceptual framework and the other required program approval components. The proposal provides a rationale for the new program and addresses how the program will meet the program approval requirements.

## Directions for Preparing the New Licensure Program Submission

The *New Licensure Program Submission* is a proposal for a new program. The dean, director, or chair of education submits the report to the department for approval prior to implementing the new program. Following are guidelines for developing the report:

- The submission should explain the rationale for a new program.

- The report should include an articulation of the content standards adopted either from the Wisconsin Licensure Program Content Guidelines or from national standards, guidelines from learned societies or national organizations, or other recognized groups or organizations.

- The report must clearly state the knowledge and skills candidates will acquire through completion of the program as they relate to the content guidelines/standards.

- The report should describe the performance-based assessments used to gather evidence of knowledge and skills, and dispositions if articulated, that occur throughout the program; the institution may attach a few sample assessments at the end of the report, if desired.

- The institution may use Appendix A: *Components for the Review of Institutions of Higher Education* for assistance in understanding the components.

- The institution may reference their *Professional Education Program* Report prepared for the program approval process, when appropriate.

- The institution should submit a hard copy of the proposal signed by the dean, director, or chair of education to the Director of Teacher Education, Professional Development and Licensing.

- The *Wisconsin Licensure Program Content Guidelines* are available at: http://www.dpi.wi.gov/tepdl/iheguidelines.html.

- A list of national standards, guidelines from learned societies or national organizations, or other recognized groups or organizations is available at: http://www.dpi.wi.gov/tepdl/iheguidelines.html.

## New Licensure Program Submission Outline

### Cover Page

The cover page should include contact information that will clearly identify the institution and school, college, department or division of education (SCD) requesting approval, and information specific to the proposed new licensure program. The following information should be included:

- Institution name and mailing address; SCD name

- Name of proposed licensure program documented in the report

- Wisconsin license code and developmental level applicable to this program – licensure code and developmental levels available at: http://dpi.wi.gov/tepdl/vprogprovider.html

- The Praxis II content test that is required for this program, if applicable

- Name, title, mailing address, phone, fax, email address of the individual who may be contacted, if questions arise or further information is needed to complete the review of this submission

- Date of new licensure program submission

- Name of the certification officer

- Signature of the dean, director, or chair of education requesting approval of this new licensure program

## Rationale for the New Licensure Program

Begin the submission by providing a rationale for the new licensure program. Describe why the institution is interested in starting the new program, the need for the program, and the intended target audience.

## Description of the Proposed New Licensure Program

An overall description of the new licensure program follows. This provides an overview of the proposed new program and how it is being offered to candidates. Provide information on the following:

- Overall description of the program

- Projected student enrollment in the program

- Delivery model for this program; on-line, face-to-face/on-site, hybrid, etc.

- Projected start date of the program

- Satellite sites where program will meet, if applicable

- Degree or award level; baccalaureate, post baccalaureate licensure only, masters, etc.

- Wisconsin license code and developmental level applicable to this program; licensure code and developmental levels available at http://dpi.wi.gov/tepdl/vprogprovider.html.

## Define the Major, Minor, or Concentration

Provide a description of the content courses, units, modules, and/or experiences that comprise the major, minor, or concentration. If this program is being offered as a post baccalaureate program, describe how a candidate's previous coursework and experiences will be reviewed to determine a major, minor, or concentration. Information to address in this section includes:

- A description of the major, minor, or concentration

- A brief description of each course, module, block, etc. required in the major, minor, or concentration and used to address the content standards

- Attach a student plan of studies, or advising materials, for the content major, minor, or concentration at the end of the report, if available

## Define the Graduate Degree or the Equivalent (when applicable)

Provide a description of the content courses, units, modules, and/or experiences that comprise the masters degree required for this licensure program. If this Wisconsin licensure area requires a candidate to have a "master's degree or the equivalent," describe the content courses, units, modules, and/or experiences that comprise the "equivalent" of the master's. Likewise, if this Wisconsin licensure area requires a candidate to have an "education specialist degree or the equivalent," describe the content courses, units, modules, and/or experiences that

comprise the degree and/or the "equivalent." Information to address in this section includes:

- A description of the master's degree or "equivalent of the master's;" a description of the education specialist degree or "equivalent of the education specialist degree"

- A brief description of each course, module, block, etc. required in the degree or the "equivalent of the degree" and used to address the content standards

- Attach a student plan of studies, or advising materials, for the content degree or the "equivalent" at the end of the report, if available

For each component section that follows in the report, write a narrative to detail the component. While each component has already been discussed in the *Professional Education Program Report* submitted by the SCD, further discussion in this report is necessary to ascertain how this new licensure program will fit within the SCD. Discuss the uniqueness of the new licensure program by providing the information requested in each component that follows. Provide links to electronic documents or titles of documents the consultant reviewing this report can access for further clarification and evidence.

## Component I – Policies and Practices

In this section, provide a description of the policies and practices anticipated for this program. For assistance, refer to Appendix A: *Components of the Program Review for Institutions of Higher Education.* Provide information on the following:

- Describe the advising resources, student support services, and student records including the portfolio for this program; refer to Component I: Student Services for assistance.

- Describe any student recruitment, admission, retention policies and practices relevant to the new licensure program; refer to Component I: Student recruitment, admission, and retention.

- Describe the anticipated faculty for this program and their qualifications; refer to Component I: Faculty.

- Describe any other policies and practices unique to this new licensure program.

## Component II – Conceptual Framework and Standards

In this section, describe how the licensure program fits into the conceptual framework of the school/college/department of education (SCD), the educator standards adopted for this licensure program and the content standards used. Information to address in this section includes:

- Describe how this new licensure program fits into the conceptual framework of the SCD.

- Identify the educator standards adopted by the SCD for this program, if this program is in a new licensure category for the SCD.

- Identify the content standards adopted for this program; indicate if the standards are adopted from the Wisconsin Licensure Program Content Guidelines or are adopted from national standards, guidelines from learned societies or national organizations, or other recognized groups or organizations.

- Identify the knowledge and skills for each standard.

## Component III - Assessment System

In this section, describe the assessments used throughout the program to determine candidate proficiency in the content standards. Provide information, in a chart or table, on the following:

- Identify the Praxis II content test and passing score that is required for this program, if applicable.

- Identify the performance-based assessments used to gather evidence of content knowledge and skills. Assessments should be grounded in research, based on best practices in education, and developmental, multiple and measureable over time.

- Identify levels of proficiency or other benchmarks that demonstrate student success related to these assessments.

- Describe the portfolio process used for this new licensure program.

## Component IV – Clinical Program

Within this section, provide a description of the clinical program design for this new program. Provide information on the following:

- Describe the clinical program design.

- Identify the anticipated personnel for supervision in the clinical program and their roles.

**Component V – Institutional Evaluation of Outcomes**

In this section, provide a description of how the new program will be evaluated. Provide information on the following:

- Describe how the program will conduct graduate follow-up studies.

- Describe the plan the program will use for program evaluation based on data gathered.

**Component VI - Collaboration**

Within this section, describe how the new program will provide evidence of systematic, ongoing collaboration. Provide information on the following:

- Describe how the new program will provide evidence of systematic, ongoing collaboration with employing schools and school districts. This may be done through an existing collaborative structure or advisory council at the institution of higher education.

## Directions for dropping an Existing Licensure Program

The SCD may determine that a licensure program should no longer continue to be offered. Once the decision to drop a program has been made by the institution, the dean, director, or chair of the SCD should submit a letter to the TEPDL Director. The letter should include the following:

- The rationale for dropping the program.

- The last date when new candidates entered the program.

- The date that the last program completers will complete the program.

- A list including names of all candidates in the program.

If, in the future, the institution decides to offer the licensure program again, a new licensure program submission must be prepared (see directions in previous section).